



PSHE

SUBJECT INTENT



Our Curriculum Map

	Cycle A				Cycle B			
	EYFS	Year 1/2	Year 3/4	Year 5/6	EYFS	Year 1/2	Year 3/4	Year 5/6
Autumn 1	Can We Be Friends? Come Rhyme With Me	Why do I love to be beside the seaside?	Sticks and stones	Hurry up, you've Benin there a while!	Can We Be Friends? Come Rhyme With Me	The great animals	The Vikings on the wall	It's all Greek to me!
Autumn 2	Tell Me A Story	Darling, put the fire out!	We built this mega city on rock and roll!	Lavas all you need	Tell Me A Story	Happily Everest after	You crack me up!	Ain't no mountain high enough
Spring 1	Are We Nearly There Yet?	A toy story!	Bronze ain't bad!	What did the Romans do for us?	Pole To Pole	What's the nurse that can happen?	Where's my mummy?	The big Shang theory
Spring 2	It's A Bug's Life	Why don't penguins need to fly?	National parks	Walking on sunshine	Land Of The Giants	Wicked weather!	Don't rainforest on my parade	How is fair trade fair?
Summer 1	How Does Your Garden Grow?	It's pasture bedtime!	I've got my iron you	Mirror, Royal Signal, Manoeuvre	Commotion in the Ocean	Location, location, location	Great scot!	Only we can save the world!
Summer 2	The Best Show Of Your Life!	On the road again!	Save it for a train-y day	Current affairs	Here Comes The Sun!	Too hot to handle	Ch-ch-changes!	Who do you think you are, Mr Hitler?

What does PSHE look like at Downlands?



Volume of content:

1. Each mixed-age class will complete **six** units per year.
2. Each unit will be at least **six** lessons.

Subject delivery:

- At Downlands Community School, PSHE is taught explicitly through 6 sessions each half term as well as incidental teaching, assemblies and learning surrounding themed awareness days.
- Following the JIGSAW PSHE scheme, each half term's sessions have a theme of learning across our school, allowing for wide topic coverage and rich, carefully considered learning experiences:
 - Autumn 1 – Being Me in My World
 - Autumn 2 – Celebrating Difference
 - Spring 1 – Dreams and Goals
 - Spring 2 – Healthy Me
 - Summer 1 – Relationships
 - Summer 2 – Changing Me
- Half-termly themes which remain the same each year and across the school, allowing skills and knowledge to be built upon every academic year.
- In EYFS and Key Stage 1, learning is recorded in floor books. In Key Stage 2, pupils use individual journals with an emphasis on collaborative, practical work and exploration.
- Our PSHE teaching offers a chance for all children to celebrate themselves and others, feel confident in their knowledge and capabilities, as well as gain invaluable skills which will equip them for their current and future lives.

PSHE – progression of skills (disciplinary knowledge) – Part 1



PUZZLE PIECE	FS2	End of KS1	End of LKS2	End of UKS2
<p>Being Me in My World</p>	<ul style="list-style-type: none"> Learning how to help others to feel welcome. Making our school a safer place. Thinking about our right to learn. Caring for others and working well with others. 	<ul style="list-style-type: none"> I can explain why my class is a happy and safe place to learn. I can give different examples of where I or others make my class a safe and happy place. Explain why my behaviour can impact others in my class. Explain my own and other's choices and say why some choices are better than others. 	<ul style="list-style-type: none"> Explain how my behaviour can affect how others feel and behave. Say why it is important to have rules and how it helps me and others to learn. Explain why being listened to and listening to others is important. Explain why being democratic is important and helps others to feel valued. 	<ul style="list-style-type: none"> Compare my life with other people around the UK and explain why we have rights, responsibilities and rules to make both school and the wider community a fair place. Explain how actions of one person can affect another person. Explain how my choices impact the local community and the wider world. Empathise with other people in the local and wider community and think about how this changes my actions.
<p>Celebrating Difference</p>	<ul style="list-style-type: none"> Accept that we are all different. Include others when working and playing and knowing how to help other people. Try to solve problems. Use kind words. Give and receive compliments. 	<ul style="list-style-type: none"> Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. Tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. Tell you a time when my first impression of someone changed as I got to know them. I can explain why bullying might be difficult to spot and what to do about it if I'm not sure. Explain why it is good to accept myself and others for who we are. 	<ul style="list-style-type: none"> Explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. Explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour. 	<ul style="list-style-type: none"> Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a cause for celebration.
<p>Dreams and Goals</p>	<ul style="list-style-type: none"> Learning ways to stay motivated when doing something challenging. Tools to keep trying even when things are tricky. To work well with a partner or a group. To have a positive attitude. To help others to achieve their goals. 	<ul style="list-style-type: none"> Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings. Explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other. Explain how it felt to be part of a group and can identify a range of feelings about group work. 	<ul style="list-style-type: none"> Explain the different ways that help me learn and what I need to do to improve. Be confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important. Plan and set new goals even after a disappointment. Explain what it means to be resilient and to have a positive attitude. 	<ul style="list-style-type: none"> Compare my hopes and dreams with those of young people from different cultures. Reflect on the hopes and dreams of young people from another culture and explain how this makes me feel. Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place.

PSHE – progression of skills (disciplinary knowledge) – Part 2



PUZZLE PIECE	FS2	End of KS1	End of LKS2	End of UKS2
Healthy Me	<ul style="list-style-type: none"> • Make healthy choices. • Eat a balance diet. • Be physically active. • Try to keep themselves and others safe. • Know how to be a good friend and have a healthy relationship. • Keep calm and deal with tricky situations. 	<ul style="list-style-type: none"> • Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. • Give examples of when being healthy can help me feel happy. • Explain why foods and medicines can be good for my body comparing my ideas with less healthy/unsafe choices. • Compare my own and my friends' choices and can express how it feels to make healthy and safe choices. 	<ul style="list-style-type: none"> • Identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help. • Express how being anxious/scared and unwell feels. 	<ul style="list-style-type: none"> • Explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. • Summarise different ways that I respect and value my body. • Explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. • Identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.
Relationships	<ul style="list-style-type: none"> • Know how to make friends. • Try to solve friendship problems when they occur. • Help others feel part of a group. • Show respect when dealing with other people. • Know how to help themselves and others when they feel upset. • Know and show what makes a good friendship. 	<ul style="list-style-type: none"> • Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. • Give examples of behaviour in other people that I appreciate and behaviours that I don't like. • Explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special. • Give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships. 	<ul style="list-style-type: none"> • Explain how my life is influenced positively by people I know and also by people from other countries. • Explain why my choices might affect my family, friendships and people around the world who I don't know. • Recognise how people are feeling when they miss a special person or animal. • Give ways that might help me manage my feelings when missing a special person or animal. 	<ul style="list-style-type: none"> • Compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. • Apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others. • Identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. • Explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.
Changing Me	<ul style="list-style-type: none"> • Understand that everyone is unique and special. • Can express how they feel when they are happy. • Understand and respect changes which happen in them. • Understand changes which happen in them. • Look forward to change. 	<ul style="list-style-type: none"> • Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. • Explain why some changes I might experience might feel better than others • Use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't. • Tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me. 	<ul style="list-style-type: none"> • Explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings. • Summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older. • Explain some of the choices I might make in the future and some of the choices that I have no control over. • I can offer some suggestions about how I might manage my feelings when changes happen. 	<ul style="list-style-type: none"> • Explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. • Express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends. • Describe how a baby develops from conception through the nine months of pregnancy, and how it is born. • Recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

PSHE – EYFS Learning Steps



		Early Learning Goal	FS2	Vocabulary
Autumn	Being Me in My World	Can children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride	I understand how it feels to belong and that we are similar and different. I can start to recognise and manage my feelings. I enjoy working with others to make school a good place to be. I understand why it is good to be kind and use gentle hands.	Same, different, feelings, sad, angry, happy, team work, help, kind, gentle, rights, play, responsible
	Celebrating Difference	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.	I can identify something I am good at and understand everyone is good at different things. I understand that being different makes us all special. I know we are all different but the same in some ways. I can tell you why I think my home is special to me I can tell you how to be a kind friend. I know which words to use to stand up for myself when someone says or does something unkind.	Strengths, likes, different, special, same, home, kind, friend, stand up, unkind, solve
Spring	Dreams and Goals	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.	I understand that if I persevere I can tackle challenges I can tell you about a time I didn't give up until I achieved my goal I can set a goal and work towards it I can use kind words to encourage people I understand the link between what I learn now and the job I might like to do when I'm older I can say how I feel when I achieve a goal and know what it means to feel proud	Practice, goal, manage, kind, encourage, jobs, grow up, learning, obstacles, support, never giving up, achieve, feeling
	Healthy Me	Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.	I understand that I need to exercise to keep my body healthy. I know which foods are healthy and not so healthy and can make healthy eating choices. I know what the word 'healthy' means and that some foods are healthier than others. I know how to help myself go to sleep and understand why sleep is good for me. I can wash my hands thoroughly and understand why this is important especially before I eat and after I go to the toilet. I know what a stranger is and how to stay safe if a stranger approaches me.	Exercise, body, healthy, move, resting, food, unhealthy, choices, dreams, sleep, clean, wash, before, after, toilet, stranger, danger, safe
Summer	Relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	I can identify some of the jobs I do in my family. I know how to make friends to stop myself from feeling lonely. I can think of ways to solve problems and stay friends. I am starting to understand the impact of unkind words. I can use Calm Me Time to manage my feelings. I know how to be a good friend.	Jobs, belong, family, make friends, solve problems, friendship, falling out, bullying, lonely, impact, unkind, manage, calm, good friend, listen, share
	Changing Me	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.	I can name parts of the body. I can tell you some of the things I can do and foods I can eat to be healthy. I understand that we all grow from babies to adults. I can express how I feel about moving to Year 1. I can talk about how I feel about my worries and/or the things I am looking forward to about being in Year 1. I can share my memories of the best bits of this year in Reception.	Body, eyes, ears, knees, finger, foot, mouth, nose, stomach, eyebrow, arm, tongue, toe, forehead, chest, hand, leg, respect, grow, babies, adult, fears, express, feel, worries, looking forward, memories, share

PSHE – curriculum map – KS1 – cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Why do we like to be beside the seaside?	Darling, put the fire out!	A toy story!	Why don't penguins need to fly?	It's pasture bedtime	On the road again!
PSHE Unit	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills (disciplinary knowledge)	<p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>	<p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>	<p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>	<p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>	<p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>	<p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p>
Knowledge (substantive knowledge)	Identify feeling special and safe and being part of a class. Identify rights and responsibilities, rewards and feeling proud. Understand consequences. Understand the Learning Charter.	Discuss similarities and differences. Understanding bullying and knowing how to deal with it. Know how to make new friends. Celebrate the differences in everyone.	Set goals. Identify successes and achievements. Identify learning styles. Work well and celebrate achievement with a partner. Tackle new challenges Identify and overcoming obstacles. Identify feelings of success	Know important of keeping myself healthy. Identify healthier lifestyle choice. Understand how to keep clean. Identify how to keep safe. Know the importance of medicine safety/safety with household items and road safety. Link health and happiness.	Belonging to a family Making friends/being a good friend. Physical contact preferences. People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself. Celebrating special relationships.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change Transition.
Learning Objectives	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Vocabulary	Safe, Special, Calm, Belonging, Special, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique Male, Female, Biological sex, Stereotype, Individuality, Diverse, Different, Equality, Fairness, Identity, Gender Identity,	Proud, Success, Treasure, Coins, Learning, Steppingstones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve	Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait	Belong, Same, Different, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping

PSHE – curriculum map – LKS2 – cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Sticks and stones	We built this mega city on rock and roll!	Bronze aint' bad!	National parks	I've got my iron you	Save it for a train-y day
PSHE Unit	Being Me In my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Skills (disciplinary knowledge)	<p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>	<p>I can tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.</p>	<p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>	<p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>	<p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>	<p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over.</p> <p>I can offer some suggestions about how I might manage my feelings when changes happen.</p>
Knowledge (substantive knowledge)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child centered) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Learning Objectives	In this unit, pupils will learn understanding their place in the class, school and global community as well as devising Learning Charters.	In this unit, pupils will learn anti-bullying (cyber and homophobic bullying included) and diversity work.	In this unit, pupils will learn goal-setting, aspirations for yourself and the world and working together.	In this unit, pupils have drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	In this unit, pupils will understand friendship, family and other relationships, conflict resolution and communication skills.	This unit includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).
Vocabulary	Welcome, valued, achievements, proud, pleased, personal goal, praise, acknowledge, affirm, emotions, feelings, nightmare, fears, worries, solutions, support, rights, responsibilities, dream, behaviour, rewards, consequences, actions, fairness, choices, co-operate, challenge, dynamics, team work, viewpoints, ideal school, belong	Family, loving, caring, safe, connected, difference, special, conflict, solve it together, solutions, resolve, witness, bystander, bullying, gay, unkind, feelings, tell, consequences, hurtful, compliment, special, unique, similarity	Perseverance, challenges, success, obstacles, dreams, goals, ambitions, future, aspirations, team work, enterprise, cooperation, product, strengths, motivated, enthusiastic, excited, efficient, responsible, frustrations, solve it together, solution, review, learning, self-review, celebrate, evaluate	Oxygen, heartbeat, lungs, heart, fitness, challenge, healthy, drugs, attitude, safe, anxious, scared, strategy, advice, harmful, medicines, substances, complex, appreciate, body	Men, women, male, female, unisex, role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, win-win, safe, unsafe, dangers, dangerous, hazards, risks, safety rules, worried, concerned, scared, anxious, relived, global, communications, transport, interconnected, food journeys, climate, trade, inequality, needs, wants, rights, deprivation, united nations, equality, justice, happiness, celebrating, relationships, friendship, family, thank you, appreciation	Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb, uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, puberty, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious

PSHE – curriculum map – UKS2 – cycle A



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	Hurry up, you've Benin there a while!	Lavas all you need	What did the Romans do for us?	Walking on sunshine	Mirror, Royal Signal, Manoeuvre	Current affairs
PSHE Unit	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills (disciplinary knowledge)	<p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p>	<p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p>	<p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p>	<p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p>	<p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p>	<p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I can recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p>
Knowledge (substantive knowledge)	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and namecalling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and selfworth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARTT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Learning Objectives	In this unit, pupils will learn understanding their place in the class, school and global community as well as devising Learning Charters.	In this unit, pupils will learn anti-bullying (cyber and homophobic bullying included) and diversity work.	In this unit, pupils will learn goal-setting, aspirations for yourself and the world and working together.	In this unit, pupils have drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	In this unit, pupils will understand friendship, family and other relationships, conflict resolution and communication skills.	This unit includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).
Vocabulary	Education, appreciation, opportunities, goals, motivation, vision, hopes, challenges, rights, British, citizen, denied, empathise, wealth, poverty, prejudice, responsibilities, rewards, consequences, choices, cooperation, collaboration, participation	Culture, conflict, difference, similarity, belong, racism, colour, race, discrimination, bullying, rumour, name-calling, racist, homophobic, cyber bullying, texting, problem-solving, indirect, direct, happiness, continuum, developing world, plantation, celebration, artefacts	Dream, hope, goal, feeling, achievement, money, grown up, adult, lifestyle, job, career, profession, money, salary, contribution, society, determination, perseverance, motivation, aspiration, culture, country, sponsorship, comic relief, communication, support, rallying, team work, cooperation, difference	Choices, healthy behaviour, unhealthy behaviour, informed decision, pressure, emergency, procedure, recovery position, calm, level-headed, body image, media, celebrity, altered, self-respect, eating problem, motivation	Characteristics, personal qualities, attributes, self-esteem, friendships, negotiate, compromise, trust, loyalty, anger, betrayal, empathy, boyfriend, girlfriend, attraction, pressure, personal, comfortable, body language, feelings/emotions, positive, negative, wet dream, larynx, facial hair, growth spurt, hormones, relationships, personal information, safe, choice, vulnerable	Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb, uterus, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF), teenager, milestone, perceptions, puberty, responsibilities, change, hope, manage, cope, opportunities, emotions, fear, excitement, anxious

PSHE – curriculum map – KS1 – cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	The great animals	Happily Everest after	What's the nurse that can happen?	Wicked weather!	Location, location, location	Too hot to handle
PSHE Unit	Being Me	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills (disciplinary knowledge)	Explain why my class is a happy and safe place to learn. Give different examples where I or others make my class happy and safe.	Tell you some ways that I am different and similar to other people in my class, and why this makes us all special. Explain what bullying is and how being bullied might make somebody feel.	Explain how I feel when I am successful and how this can be celebrated positively. Say why my internal treasure chest is an important place to store positive feelings.	Explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy. Give examples of when being healthy can help me feel happy.	Explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships. Give examples of behaviour in other people that I appreciate and behaviours that I don't like.	Compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. Use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private. Explain why some changes I might experience might feel better than others.
Knowledge (substantive knowledge)	Identify feeling special and safe and being part of a class. Identify rights and responsibilities, rewards and feeling proud. Understand consequences. Understand the Learning Charter.	Discuss similarities and differences. Understanding bullying and knowing how to deal with it. Know how to make new friends. Celebrate the differences in everyone.	Set goals. Identify successes and achievements. Identify learning styles. Work well and celebrate achievement with a partner. Tackle new challenges Identify and overcoming obstacles. Identify feelings of success	Know important of keeping myself healthy. Identify healthier lifestyle choice. Understand how to keep clean. Identify how to keep safe. Know the importance of medicine safety/safety with household items and road safety. Link health and happiness.	Belonging to a family Making friends/being a good friend. Physical contact preferences. People who help us Qualities as a friend and person. Self-acknowledgement Being a good friend to myself. Celebrating special relationships.	Life cycles – animal and human. Changes in me. Changes since being a baby. Differences between female and male bodies (correct terminology). Linking growing and learning. Coping with change Transition.
Learning Objectives	In this unit, pupils will learn understanding their place in the class, school and global community as well as devising Learning Charters.	In this unit, pupils will learn anti-bullying (cyber and homophobic bullying included) and diversity work.	In this unit, pupils will learn goal-setting, aspirations for yourself and the world and working together.	In this unit, pupils have drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	. In this unit, pupils will understand friendship, family and other relationships, conflict resolution and communication skills.	This unit includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).
Vocabulary	Worries, hopes, fears, belonging, rights, responsibilities, responsible, actions, praise, rewards, consequences, positive, negative, choices, cooperate, problem-solving	Boys, girls, similarities, assumptions, shields, stereotypes, special, bully, purpose, difference, kind, unkind, feelings, sad, lonely, help, stand up for, friends, included, qualities, friendship, caring, kind, unique, value	Realistic, proud, success, celebrate, achievement, goal, strengths, persevere, challenge, difficult, easy, learning together, partner, team work, problem-solve	Healthy choices, lifestyle, motivation, relax, relaxation, tense, calm, healthy, unhealthy, dangerous, medicines, safe, body, balanced diet, portion, proportion, energy, fuel, nutritious	Touch, physical contact, communication, hugs, like, dislike, acceptable, not acceptable, friends, conflict, point of view, positive problem solving, secret, surprise, good secret, worry secret, telling, adult, trust, surprised, happy, sad, frightened, trustworthy, honest, reliability, compliments, celebrate, positive, negative, appreciate	Change, grow, life cycle, control, baby, adult, fully grown, growing up, old, young, respect, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, private, public, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable, looking forward, excited, nervous, happy, anxious

PSHE – curriculum map – LKS2 – cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	The Vikings on the wall	You crack me up!	Where's my mummy?	Don't rainforest on my parade	Great scot!	Ch-Ch-Changes!
PSHE Unit	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills (disciplinary knowledge)	<p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p>	<p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help</p>	<p>I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others.</p> <p>I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p>	<p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/scared and unwell feels.</p>	<p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p>	<p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>
Knowledge (substantive knowledge)	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Learning Objectives	In this unit, pupils will learn understanding their place in the class, school and global community as well as devising Learning Charters.	In this unit, pupils will learn anti-bullying (cyber and homophobic bullying included) and diversity work.	In this unit, pupils will learn goal-setting, aspirations for yourself and the world and working together.	In this unit, pupils have drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	In this unit, pupils will understand friendship, family and other relationships, conflict resolution and communication skills.	This unit includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).
Vocabulary	Included, excluded, welcome, valued, team, role, job description, school community, responsibility, rights, democracy, reward, consequence, democratic, decisions, voting, authority, contribution, observer, choices, UN convention on Rights of Child,	Character, assumption, judgement, surprised, different, appearance, accept, influence, opinion, attitude, bullying, friend, secret, deliberate, on purpose, bystander, witness, bully, problem solve, cyber bullying, website, text message, special, unique, different, characteristics, physical features, impression, changed	Dream, hope, goal, feeling, determination, perseverance, disappointment, fears, hurt, positive experiences, plans, cope, help, resilience, self belief, motivation, commitment, team work, enterprise, cooperation, review, learning, strengths, success, self-review, celebrate, evaluate	Friendships, emotions, healthy, relationships, friendship groups, value, embarrassed, roles, leader, follower, assertive, agree/disagree, smoking, pressure, peers, guilt, advice, alcohol, liver, diseased, anxiety, fear, believe, opinion, right, wrong	Relationships, close, distant, contribute, mutual benefit, belonging, caring, loss, strategy, shock, disbelief, numb, denial, anger, guilt, sadness, pain, despair, hopelessness, relief, acceptance, depression, souvenir, memento, memorial, loss, memories, special, remember, vegetarianism, opinion, debate, respect, special pet, cope, love, appreciation, symbol, care	Personal, unique, parents, characteristics, sperm, egg, penis, testicles, vagina, womb, ovaries, making love, fertilise, reproduction, puberty, menstruation, periods, circle, seasons, change, control, range of emotions, acceptance, looking forward, excited, nervous, anxious, happy

PSHE – curriculum map – UKS2 – cycle B



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Unit	It's all Greek to me!	Ain't no mountain high enough	The big Shang theory	How is fair trade fair?	Only we can save the world!	Who do you think you are, Mr Hitler?
PSHE Unit	Being Me In My World	Celebration Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Skills (disciplinary knowledge)	Explain how my choices can have an impact on people in my immediate community and globally. Empathise with others in my community and globally and explain how this influences the choices that I make.	Explain ways in which difference can be a source of conflict or a cause for celebration. Show empathy with people in situations where their difference is a source of conflict or a source of celebration.	Explain different ways to work with others to help make the world a better place. Explain what motivates me to make the world a better place	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can summarise different ways that I respect and value my body.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.
Knowledge (substantive knowledge)	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition
Learning Objectives	In this unit, pupils will learn understanding their place in the class, school and global community as well as devising Learning Charters.	In this unit, pupils will learn anti-bullying (cyber and homophobic bullying included) and diversity work.	In this unit, pupils will learn goal-setting, aspirations for yourself and the world and working together.	In this unit, pupils have drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	In this unit, pupils will understand friendship, family and other relationships, conflict resolution and communication skills.	This unit includes sex and relationships education in the context of coping positively with change (includes age-appropriate sex education).
Vocabulary	Goals, worries, fears, value, welcome, choice, Ghana, West Africa, cocoa plantation, cocoa pods, machete, rights, community, education, wants, needs, Maslow, empathy, comparison, opportunities, choices, behaviour, responsibilities, rewards, consequences, empathise, obstacles, cooperation, collaboration, participation, motivation, democrat, decision, proud	Normal, ability, disability, visual impairment, empathy, perception, medication, vision, blind, cerebral palsy, role model, inspire, independent, disability, power, struggle, imbalance, control, harassment, bullying, direct, indirect, argument, recipient, para olympian, achievement, accolade, sport, perseverance, admiration, stamina, celebration, difference, conflict	Dream, hope, goal, learning, strengths, stretch, achievement, personal, realistic, unrealistic, feeling, success, criteria, money, global, issue, suffering, concern, hardship, sponsorship, empathy, motivation, admire, respect, praise, compliment, contribution, recognition	Mood, energy, balanced diet, drugs, effects, motivation, misuse, antisocial, responsible, appropriate, emergency, recovery position, CPR, safety, mental health, emotional health, mental illness, symptoms, stress, triggers, strategies, managing stress, pressure	Significant, relationship, special, feelings, close, important, emotions, sadness, loss, grief, hurt, pain, change, bereavement, coping strategies, denial, despair, shock, guilt, hopelessness, anger, acceptance, power, control, authority, bullying, script, assertive, strategies, communication, technology, cyber bullying, abuse, safety	Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, trust, respect, pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife, independence, grown up, attraction, relationship, friends, transition, secondary, looking forward, journey, worries, anxiety, hopes, excitement